



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**A LEVEL
SPANISH - COMPONENT 3
A810U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE A LEVEL SPANISH – COMPONENT 3
CRITICAL AND ANALYTICAL RESPONSE IN WRITING
SUMMER 2022 MARK SCHEME

General Advice for examiners

The candidate is required to write **two** essays, one each on the two works they have studied for A level. One of the works **must be a literary work** and the second can be an additional literary work or a film. Candidates **may not answer more than one question on film** for this component.

The skills assessed on this paper are AO3 and AO4. For AO3 the candidate must demonstrate that he/she is able to manipulate Spanish accurately in written form, using a wide range of lexis and structure. For AO4 the candidate must show knowledge and understanding of different aspects of the culture and society of countries or communities where Spanish is spoken. In addition, the candidate must demonstrate that they can respond critically and analytically to different aspects of the culture and society of countries or communities where Spanish is spoken.

You will apply the mark scheme as set out in the marking grid. For AO3 and AO4 the marking grid has 5 two-mark bands. To select the appropriate band and mark you must do the following:

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. You should first read and annotate a candidate's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied.

This is done as a two-stage process.

Stage 1 – Deciding on the band

When deciding on a band for each assessment objective, the answer should be viewed holistically. Beginning at the lowest band, you should look at the candidate's answer and check whether it matches the descriptor for that band. You should look at the descriptor for that band and see if it matches the qualities shown in the candidate's answer. If the descriptor at the lowest band is satisfied, you should move up to the next band and repeat this process for each band until the descriptor matches the answer. If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. You should not seek to penalise candidates as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

Once the band has been decided, you can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. You will then receive examples of answers that have been awarded a mark by the Principal Examiner. You should mark the examples and compare your marks with those of the Principal Examiner.

When marking, you can use these examples to decide whether a candidate's response is of a superior, inferior or comparable standard to the example. You are reminded of the need to revisit the answer as you apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

For AO4 a successful critical and analytical response is one which will clearly demonstrate that the candidate is able to select relevant material, present and justify points of view, develop arguments, draw conclusions based on understanding and evaluate issues, themes and cultural and social contexts related to the works studied.

The approximate number of words advised for each essay is 300. Responses which exceed the guidance must not be penalised and reward must be given for all valid responses. It is content which will determine whether a candidate has written enough to access the full mark scheme and not the number of words. Additional notes are also provided with the mark schemes, but they are not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a candidate need not cover all of the points mentioned in the additional notes but must meet the requirements of the highest mark band. Where a response is not creditworthy, that is it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

When marking the essays, you should have the titles to hand as the writing task requires the candidate to deal with a specific idea or ideas. The candidate is expected to answer the question as set and not provide a **general** comment on the subject matter as a whole. If a candidate adopts a broad-brush approach, they will be unlikely to focus on the task as set, leading to digression and irrelevance.

Component 3: Mark scheme for essays

Two essays each marked out of 20.

For each essay the marks are divided as follows between the two Assessment Objectives; AO3 and AO4.

	AO3	Marks	AO4	Marks	Total marks
Essay 1	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Essay 2	Manipulate language accurately using a range of lexis and structure	10	Critical analysis and evaluation of set work	10	20
Total		20		20	40

Component 3: Marking grid for critical and analytical response in writing

Marks	AO3: manipulate the language accurately, in written forms, using a range of lexis and structure	Marks	AO4*: show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken
9-10	- Consistently accurate manipulation of the language of study. - Use of a wide range of lexis, grammatical structures and idiom. - Style and register is appropriate for the task set.	9-10	- A detailed, critical appreciation and analysis of the literary work / film which is very well supported by evidence. - Points of view are justified and fully developed. - There is a clear and coherent analysis and evaluation of issues and themes. - Clear and detailed analysis of the culture and society within the literary work / film where appropriate.
7-8	- Accurate manipulation of the language of study, with only a few errors. - Use of a good range of lexis, grammatical structures and idiom. - Style and register is mostly appropriate for the task set.	7-8	- A critical appreciation and analysis of the literary work / film which is supported by good evidence. - Points of view are justified and developed. - There is a degree of analysis and evaluation of issues and themes, although it may not be in depth. - An analysis is made of the culture and society within the literary work / film where appropriate.
5-6	- Some errors in manipulation of language. - Some vocabulary may be lacking or used inappropriately. Any idiomatic language used is simple. - Style and register is generally appropriate for the task set.	5-6	- A sound knowledge of the literary work / film but some evidence is irrelevant. - Points of view are expressed with some supporting evidence. - There are attempts to develop arguments and main points are evaluated. - Some analysis of the culture and society within the literary work / film where appropriate.
3-4	- A high incidence of basic errors affects accuracy. - Short sentences predominate. Some sentences incomplete and there is limited idiomatic knowledge. - Style and register is simple.	3-4	- A superficial knowledge of the literary work / film with evidence which is nearly always irrelevant. - Points of view expressed with little use of supporting evidence. - Only a partial response to the question set. - Limited analysis of the culture and society within the literary work / film.
1-2	- Little if any understanding of grammar. - Sentences often fragmented with very few correct patterns and features of language of study. Short phrases predominate. - Heavy reliance on anglicised structures.	1-2	- A knowledge of the literary work/film which is extremely limited and there is no supporting evidence. - Only a few points of view made are relevant to the question set. - A minimal response to the question set. - Very little attempt to analyse the culture and society within the literary work / film.
0	Nothing of value.	0	Nothing of value.

*Please refer to the subject specific additional notes when assessing AO4.

La literatura

Federico García Lorca: *La casa de Bernarda Alba*

[20]

1. 'El comportamiento de Bernarda Alba es catastrófico para su familia.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • Bernarda's authoritarianism • the effects on her daughters • her inability to understand Adela • the inevitable disaster involving Pepe el Romano. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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2. 'Lo que domina en esta obra es la moralidad tradicional cristiana.' Evalúa esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the social control of young women • the implied influence of the Church • the effect on sexual relationships • the effect of traditions over time. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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3. Analiza hasta qué punto crees que todos los personajes en la obra están obsesionados por la necesidad de sobrevivir.

AO4	In response to the essay question the candidate may analyse: • how hunger affects the characters • how the urge to survive grows more acute • the struggle for social status • references to the probable repercussions of the war. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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4. 'Don Luis es el personaje más honrado de la obra.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the contemporary meaning of a code of honour • how closely characters stick to their principles • Don Luis' steadfastness in adversity • the fate that awaits him. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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5. Evalúa el impacto del carácter fuerte de Mamá Elena.

AO4	In response to the essay question the candidate may analyse: • Mamá Elena's strict parenting • her dictatorial tendencies • her courage when defending the ranch • her hypocrisy revealed by disclosure about her former lover. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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6. Analiza hasta qué punto se puede decir que triunfa el amor verdadero en la novela.

AO4	In response to the essay question the candidate may analyse: • the Pedro - Tita - Rosaura triangle • the culinary revelations of Tita's unrequited sentiments • how Mamá Elena attempts to block the Tita - Pedro union • the dénouement. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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7. Analiza la adaptabilidad de los niños vascos a la vida en el extranjero.

AO4	In response to the essay question the candidate may analyse: • examples of homesickness for family and Spain • how Santi emerges as a leader • the significance of Spanish / Basque solidarity • whether exile leads to maturity. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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8. Analiza el impacto de los aspectos positivos y negativos del carácter de Santi.

AO4	In response to the essay question the candidate may analyse: • his sense of responsibility • his sympathy for other exiled children • his occasional shows of petulance • his leadership qualities. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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9. 'El coronel es tonto porque no quiere aceptar la realidad de su situación.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the coronel's obsession with the missing letter • his love for the fighting cock • his adherence to his political principles • his disregard for practical daily living. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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10. 'La verdadera víctima en la novela es la mujer del coronel.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the poverty of her daily life • the patience with which she handles the coronel • her adherence to "appearances" • the ambiguity of the ending. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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11. 'Mosén Millán es el personaje más trágico en la novela.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • reasons why he organised the Mass for Paco • his lack of charity towards the cave dwellers • his subservience to the landowners • his failure to save Paco's life. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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12. 'Esta novela subraya que en tiempos de crisis política siempre ganan los más ricos.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • Paco as Sender's mouthpiece • Paco's conversations with the priest • his attempt to reason with the landowners • how Paco is eliminated by the fascist thugs. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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Las películas

Guillermo del Toro: *El laberinto del fauno*

[20]

13. Analiza las características tanto positivas como negativas del Capitán Vidal.

AO4	In response to the essay question the candidate may analyse: • the sadistic traits in Vidal • his sense of superiority over women • his iron discipline • his loyalty to the regime he serves. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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14. 'Por mucha fantasía que haya en la película, no se puede olvidar la importancia de la realidad.' Evalúa esta afirmación.

AO4	In response to the essay question the candidate may analyse: • Ofelia's links to a world of fantasy and reality • her three tasks • the struggle between Vidal and the maquis • the clandestine activities of Mercedes and the doctor. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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15. 'En esta película Almodóvar enfoca las relaciones heterosexuales desde un ángulo sencillo: las mujeres son más prácticas que los hombres.' Evalúa la validez de esta afirmación.

AO4	In response to the essay question the candidate may analyse: • the Pepa - Ivan relationship • whether Pepa finally stands on her own feet • the flirty nature of Iván's son • whether men are fickle, unreliable creatures. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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16. 'Aquí el director se burla de los machos españoles que no pueden vivir dos minutos sin pensar en el sexo.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • whether Iván is the traditional Don Juan • the feckless nature of Ivan and his son • the 'machista' tendencies of male characters • the counterbalance to Don Juan stereotypes offered by the camp taxi driver. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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17. 'Puede ser que María sea feliz en los Estados Unidos, pero abandona a su familia a un futuro incierto.' ¿Hasta qué punto crees que la película termina con esta nota de pesimismo?

AO4	In response to the essay question the candidate may analyse: • how María copes as an illegal immigrant in the USA • her happiness there compared with boredom in Colombia • why she decided not to return to Colombia • the implied threats to her family from the drug cartel in Colombia. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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18. Analiza la importancia de los símbolos religiosos en esta película.

AO4	In response to the essay question the candidate may analyse: • the parallels between María / 'Ave Maria' and the Virgin Mary • her status as an unmarried mother • the drugs as communion wafers • the birth of the "fatherless" child. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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19. Analiza el uso estructural de la violencia tanto mental como física en esta película.

AO4	In response to the essay question the candidate may analyse: • the effects on body and mind of daily acts of violence • the constant threat from the Francoist state • the threat of violence via religion • the mental strain of hearing nightly shootings. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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20. 'El catolicismo franquista sale muy mal de esta película.' Analiza esta afirmación.

AO4	In response to the essay question the candidate may analyse: • religious persons using fascist salutes • threat of capture during celebratory Mass • the obligatory attendance at religious ceremonies in prison • the pressure from the chaplain in closing scenes. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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21. 'En esta película solo hay personajes corruptos.' Evalúa esta afirmación.

AO4	In response to the essay question the candidate may analyse: • whether any single character can be seen in a good light • the aggression from police and terrorists alike • the tension as Spanish society disintegrates • whether police or terrorists are not equally corrupt. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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22. En esta película, ¿hasta qué punto hay que condenar igualmente a la policía franquista y a los etarras?

AO4	In response to the essay question the candidate may analyse: • how neither the State nor the terrorists emerge well • the growing tensions in ETA • the mood in 1970s Franco's Spain • Lobo's pursuit of personal survival. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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23. Analiza este filme como “una película de suspense”.

AO4	In response to the essay question the candidate may analyse: • what makes this film a thriller • how Modesto stumbles on the truth of his daughter’s death • the use of violence to create tension • Modesto’s quest for revenge. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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24. Analiza la importancia del papel de Modesto Pardo en la película.

AO4	In response to the essay question the candidate may analyse: • Modesto’s role as the improbable hero • how the criminals fail to spot his threat • how he embarks fearlessly on his search for the truth • how he took on a powerful mafia. <u>The above points are suggestions only and are not exhaustive. Reward will be given for all relevant points argued by the candidate.</u>
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